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HARVARD COLLEGE.—In his recent report President Eliot comments upon the recitation system now in vogue at that institution. As an opportunity to examine the student, to ascertain the fact whether he has prepared the lesson of the day or not, and to bestow a corresponding mark of merit or demerit, it has generally disappeared. It has become for the teacher an opportunity to give conversational instruction by asking questions, addressed either to an individual or to the class, with a view to correct misapprehensions and to bring out the main points of the subject clear of the details, by explaining the author in hand or by contravening, re-enforcing or illustrating his statements. For the student it has become an opportunity to ask questions: to receive either in a critical or in a docile spirit, the explanations and opinions of the instructor; to review the lesson or re-examine the subject of the day, and to test occasionally his own power of translating, of stating a proposition, a case, an argument or a demonstration; or narrating a series of events, or of describing a plant, an animal, a disease, a building, a person, or an institution.

AN ODD LITERARY CONTEST.—There is a curious literary contest at Westminster school, England, every year. The head master gives out subjects for epigrams between Easter and Whitsuntide. A few days before the school breaks up he takes his seat in the midst of his youthful charges, and the boys produce their compositions. They step forward one by one, and hand the epigrams to the head master, who reads them out and expresses his approval or the reverse. Before him lies a little bag of bright new coins fresh from the mint. They consist of penny, two penny, three penny, four penny and six penny pieces. (The four penny are a special coin marked with a big 4 and not in circulation.) If an epigram be very good the master awards a complete set of coins. If very bad, a solitary sixpence—not a penny. Of course, there are intermediate prizes. The epigrams may be in any language, with the limitation, presumably, that they be in a tongue understood by the master.

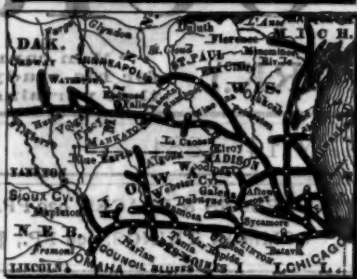
A SPOTLIGHT lately stopped an express train on the Chicago, Rock Island and Pacific railroad. After the trainmen ascertained that there was no wild train ahead they continued their journey. It is supposed that the atmosphere was in such a peculiar condition that a mirage-like effect was produced and that the engineer saw the reflection of the head-light of his own locomotive.

The following are the subjects given out by the faculty of Yale for the Sophomore prize essays: 1. The Indians: What Shall be Done With them? 2. A Fool's Errand. A Criticism. 3. Tom Moore's Lyrics. 4. De Quincey's: Theory of Greek Tragedy. 5. General Robert E. Lee. 6. Christopher North and his Friends. 7. St. Paul. 8. Dr. Johnson's Influence on the Literature of his Day. 9. A Poem (original). 10. American Humor. 11. A True Ambition. 12. Physical and Mental Culture; or, Harmonious Development.

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My Mineralogical Catalogue of 100 pages is sent post-paid on receipt of 25 cents, heavy paper 50 cents, bound in cloth 75 cents, 1/2 sheep \$1, 1/2 calf \$1.25, cloth interleaved \$1, 1/2 sheep interleaved \$1.25, 1/2 calf interleaved \$1.50, (price-list alone, 26 pp. 3 cents). It is profusely illustrated, and the printer and engraver charged me about \$1,100 before a copy was struck off. By means of the table of species and accompanying tables most species may be verified. The price-list is an excellent check list, containing the names of all the species, and the more common varieties, arranged alphabetically and preceded by the species number. The species number indicates the place of any mineral in the table of species, after it will be found the species name, composition, streak or lustre, cleavage or fracture, hardness, specific gravity, fusibility and crystallization. I have very many species not on the price list, and some that I had in 1876 are no longer in stock.

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"It is based on experience, and its principles are those of wise and enlightened induction. The whole is very practical, and is done in an unpretentious manner. The author recognizes the existence of a wider world than the school-room, as well as the necessity of something more than the cob-webs of an experienced brain in order to know how to manage a first-rate school."
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New York, May 14, 1881.

To All Those in Arrears.

We are pleased with the promptness with which many of the subscribers to the SCHOOL JOURNAL have responded to the subscription bills mailed to them last week. There still remain a large number from whom we have not heard. We would remind all who are yet in arrears on subscription account, that a remittance of the money would be esteemed a favor. Shall we not hear from all such during the next 10 days?

Which is Right?

In January 1880, Mr. Walker, President of the N. Y. City Board of Education, pulled down the motto "Excelsior" and put up "Let well enough Alone." It was a great mistake. The N. Y. City Schools are good only by the constant effort to make them so; they are not as good as they can be.

State Supt. Butcher of West Va. says: "We cannot afford to fold our hands and say: 'It is well enough.' Which is right?"

Please Explain.

The usual report on the state of education begins by reciting that "a great improvement has been made over the past year." Becoming curious we turn to the report for the past year and find in that "that a great improvement has been made over the past year," so we go back another year and lo! there was a great improvement that year also. We come to the conclusion that this making a great improvement is an essential feature of a superintendent's report.

If this great improvement has been made we must now be in a high state of excellence, but that is contrary to the facts. Therefore the improvement has not been made. Putting up a new school-house; using new fangled desks; buying a globe or two; heating by steam; connecting by telephone, etc., etc., are these great improvements that have been made in your schools Messrs Superintendents? Is there one that dare to write the schools are not as good as last year? Or say, the employment of those who have no power to teach is working out the same disastrous results this year as last? Or, the people are ignorant as to what a school should be and I have enlightened them a little?

It is much easier to fly the American eagle and let him scream in the ears of the people "great improvements."

Superintendents.

Many an assistant teacher dreams over the honors and emoluments enjoyed by the man who is so lucky as to be chosen Superintendent. In fact, it is the reward each one sees far in the distance for many years of low pay and drudgery. To be Superintendent!

But is it such an enviable position? A few men only are allowed to follow their own judgment in the conduct of the schools. They are obliged to yield their independence; they give a severe examination to A "to head him off" and a very slight one to B because he has a friend in a member of the School Board. They learn to tread very lightly on certain places, they are warned "to let well enough alone."

Suppose a man to have cherished ideas of excellence. Suppose him to be a first class teacher, knowing just what a school should be. Suppose him thwarted in every effort to elevate the standard of education and then say if the position is an enviable one. He is, too, in a place of temptation. The book agent demands his aid—and he gives it so as to be aided by the book agent in return. To keep his dizzy elevation great efforts are made! "Oh Education! in thy name how many crimes have been committed."

But the agony of a re-election every year—who shall describe that! New members have been elected on the "Board" and they have some "friends to reward" and so the Supt. must either knuckle down or pack his trunk. So that, in this free country, we have the spectacle of men superintending schools who are quite in a state of slavery.

Then comes the dismissal, usually with a resolution recommending him for his efficiency!

Boards of Education.

In general, the members of the Board of Education is elected by popular vote. And in most cases the member takes this office, (1) hoping it will lead to something higher, (2) hoping to make himself known to the public. He does not expect, unless he is thoroughly corrupt, to make money directly by being a school officer. He usually knows he must wait his turn at the crib and he goes on the School Board while waiting.

There are some who labor without pay, because they are interested in seeing the schools in a high state of efficiency—but this number is very, very small. And such men are astonished to find themselves looked at as enthusiasts—perhaps as "a little cracked." It is a pity there are not more such men. The era when the clergyman, the doctor and the lawyer, were invariably found on the School Board has passed away. The clergyman is found only in rare instances.

It is a fair question to ask. "What sort of men should compose the School Board?" We answer. (1) Perfect honest and moral men. (2) Men of intelligence. It would be better if they had a fair education at least, but we will not demand that even. (3) Men who understand what a school is for. This every half-witted trustee will aver is his strong point—but it is the weak point of about every man who occupies a position as a school officer.

The school officer takes no educational paper in order to post himself on educational progress and ideas. (The Board of Education of New York City is however an honorable exception to this statement.) It would seem that the first thing an educational officer would seek for information on the business they have on hand, would it not? Look and see if he does it.

The True Remedy.

We need a revival in education quite as much as in religion. There is absolutely no life on the subject. Men and women there are, who with conscientious fidelity, strive to do their whole duty to their pupils; this is cheerfully admitted. But there are few of these, owing to the fact that there is no educational life from which the individual may draw a supply. Let one who has a taste for art, music, or literature, take up his abode in Bloody Gulch and he will understand how a man feels who has an earnest educational spirit within him. There are those "who care for none of these things;" who deny the need of educational interest—with them teaching is but a steady "grind;" pay day is the day of day's for them; money is what they are after. But such men can do no true teaching; let us dismiss them from our thought.

A young person enters the field, with a desire to be useful in the highest degree; he looks around and what does he find? There

are no conferences on education, no literature (except a Question Book,) no educational atmosphere, and he dies for want of soul-oxygen.

The loss to the public cannot be easily told. The "Teacher is the School." If he is a mere grinding-machine, he impart damage instead of delight. The remedy is plain. Charity they say, must begin at home, and so must the improvement of the teacher. The teacher must make a business of feeling an interest and creating an interest. After the manner of the pulpit, we will conclude with a few practical remarks in the shape of questions. (1) Do you in your town, city, or county, meet frequently to confer on education? (2) Do you own an educational library? (3) Do you read educational papers and magazines? (4) Do you feel each day that you understand the difficult art of teaching better and better?

Who Shall Direct Educational Matters?

It will be thought by many the height of folly to suggest that any change can be made in the present management of educational matters. But as the results of the present plan are more uniformly bad than good, what then shall be done? Shall we sit down and shrug our shoulders? and say:—Well it matters not; we are not our brother's keeper. It can hardly be supposed that the people will allow the teachers to fix the rate of wages and the amount to be expended on school-buildings; but the character of the school does not depend on either of these factors.

The field is large, and a little consideration will show that the direction of matters will be three fold. All that pertains to the course of study, the preparation of teachers, etc., should be lodged in the teachers themselves. All that pertains to the buildings and wages must be lodged with the people. And finally the selection of teachers and some other matters should be conjointly managed.

(1) In every county every teacher should be required to register showing that he is authorized to teach. (2) The registered teachers should form an association under legal authority, and manage an educational school, and prepare teachers. They should have power to nominate candidates for the Board of Supervisors to choose a County Superintendent from.—(3) The County Associations should elect members to the State Association and this should choose a Board of Regents to care for the Normal (State Educational) Schools; this body should have the power to nominate candidates to the office of State Superintendent for the Legislature to choose from.

This may seem very fanciful to some; we shall not blame any one for laughing at the scheme. Laugh if you will but consider it. In Iowa the State Association, we may almost say, manages the Institutes—marking out a course of study to occupy three years, etc. In fact, we believe the scheme is feasible. If the teachers would unite they could work out such a plan. At the meeting of the State Association at Oswego, in 1854, we believe, Supt. Victor M. Rice said in effect—there was power enough in the teachers of New York to effect what changes they would. At other times he declared that they were shut out from influence by their own hands. It is the neglect of the teachers to associate, for association gathers influence; nor do they agitate a change, and it is agitation that produces reform.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

Interest in School Work.—How to Create and Sustain It.

By T. B. McCain, Wheeling, W. Va.

How shall we create and sustain among our pupils a proper degree of interest in their school work? The solution of this problem rests solely with the teacher. To merely create an interest profits little without the rarer skill necessary to sustain it. The latter requires good judgment and watchful attention to detail at the right time.

Irregular attendance—a sure indication of a lack of interest—is mainly the teacher's fault. He will not admit this, but will rest the blame upon the parent. Let him look within himself. Let him create and sustain a lively interest in his school, and he will find that the pupils can hardly be kept at home. More children acquire a dislike to school through the teacher's errors in management than from any other source.

Our schools are governed too much. This statement is not new, but it is unappreciated. Let our teachers give more attention to the question *how to teach* and they will find that in mastering this, they thereby solve the problem of how to govern. "A school employed is a school governed" is a maxim worthy of serious attention. If our teachers who have trouble in governing will earnestly study and patiently apply a variety of methods of teaching the various branches, and thus create an interest on the part of their pupils, they will find it an easy task to keep them employed and under control. The testimony of experts is, that young teachers are deficient in methods of teaching—that is, sensible, natural methods—than in any other feature of their work. Variety of method means interest, progress, obedience; monotony of method means irregularity, sluggishness, rebellion.

A good teacher must be fertile in expedients. He must learn many methods and have the skill to adapt them to his wants. He must deal fairly with his pupils, and thus find that ordinary pupils, and even some deemed extraordinarily bad ones, will behave well when they are well treated. He must have few laws, and in some instances, give his pupils a voice in making them. The great Jeffersonian principle that the governor derives his just powers from the consent of the governed, should apply in a school as well as in a republic. Many a school is a mob. Instead of being a place for children to meet and receive the kindly instruction of a friend, it is the field of a constant struggle between unwilling subjects and an unreasonable tyrant. When the monarch gives way to the teacher, trouble will cease; this I deem the best brief answer to the question under discussion.

From the multiplicity of methods that may profitably be employed in creating interest in school duties, it is difficult to select a few to be called the best. No one plan is so good that it should be used to the exclusion of all others. Circumstances should determine the method. The following have been found to work well:

Magazines as school readers will interest a class, care being taken to select the right kind of a book or paper. Magazines for the young were never so good as now. If you do not wish, or cannot afford to subscribe for a year, have your pupils club together and buy half as many single numbers for a given month as there are pupils in the class, and for a trifle they can have very interesting and instructive reading lessons. Once a week is sufficiently frequent for this exercise, but if judiciously managed the pupils will be careful not to be away that day.

Keeping records of recitations.—Although old, this is a good plan. In a spelling class, for example, reserve space on the black-board, and rule it neatly in columns suitable for the names of pupils, the days of the week, the totals for several weeks, and record the number of words misspelled by each pupil in their written recitations in this branch. This plan has many obvious merits.

Manuscript work.—It is always better to show pupils how than merely to tell them how. Acting on this, the teacher should prepare models of neat manuscript work, and frequently require such work from his pupils. Collect specimens of their work, have them bound and placed on exhibition at public examinations or at the county institute. Make this work practical. Give questions in local geography or thoroughly practical questions in arithmetic or book-keeping not found in your text-books. Accept no slovenly work; require the work done with pen, ink

and good paper; require answers in sentences, the answers always embodying the question.

Literary exercises may be made a success in various ways. Appoint weekly a class, say of eight, name the exercise each is to have under the head of reading, recitation, essay and discussion. Or, what is better, let them be divided permanently into classes equal in number, average age and ability. Let them make their own arrangements, adopt their own class-name, etc. Establish the single rule that, failure forfeits membership. The friendly rivalry created by this plan will do good. On public occasions have the performers elected by the school. The right ones will be selected.

A "school bulletin," or some thing similar, may be made a matter of interest. Let the teacher appoint, or the school elect, two persons, editors if you please, whose duty it shall be to write upon the black-board—space being permanently reserved for the purpose, with standing heading or title—the topics of public interest. A half hour each week may profitably be spent in discussing these, at the same time, adding to the interest in the school.

School-room ornamentation, charts illustrating special methods, drawings, special attention to a certain subject, visits to mills, factories, the woods, etc., are a few of the many other methods which I have not space to discuss.

For the SCHOOL JOURNAL.

Studies in Synonyms, No. 8.

By Prof. Charles Dod.

ABILITY, CAPACITY, FACULTY, TALENT

The common idea of power is what renders these words synonymous. *ABILITY* is the generic term; the others denote special kinds of ability. *ABILITY* supposes something done, or the power of performing actions either physical or mental. *CAPACITY*, when said of persons, is mental only; it is the power of receiving and retaining knowledge. *ABILITIES*, in the plural number, is confined to mental endowments, and comprehends the operations of thought in general. *ABILITIES* may be natural or acquired; *CAPACITY* is the gift of nature, and is shown in quickness of apprehension. *ABILITY* executes what *CAPACITY* conceives. *FACULTY* signifies the property of being able to do certain things, as distinguished from the general power belonging to *ABILITY*. Thus, we speak of the *faculty* of sight, of hearing, of memory, etc. Our *FACULTIES* are the gift of nature, and are both physical and mental, but our *TALENTS*, which are also due to nature, belong to the mind alone. A *TALENT* is a special capacity or aptitude as a *FACULTY* is a special ability.

The adjective *able* accords with the signification of its noun; but *capable* is not confined like *capacity* to mere receptivity of thought and knowledge. It differs from *able* in implying rather the assumed possibility than the actual possession of power to do. Thus, we say of a great villain, that he is *capable* of any crime; of a scholar, that he is *capable* of writing a learned book, though he has never done so. On the contrary, an *able* lawyer, statesman, or commander is one who has shown his ability by his deeds. *CAPABILITY* is the noun that answers to *capable* in the sense of a possible possession of power.

QUESTIONS.

What idea is common to these four words? Which is the generic term? What kind of power is denoted by *capacity*? What name do we give to the special functions of the body and the mind? What do we call a special aptitude for the performance of a particular mental act? Would you say a *faculty* or a *talent* for mimicry? Why? What is the difference between the *faculty* of speech and a *talent* for speaking? May abilities be acquired? Are faculties given or acquired? Is talent natural or acquired? Is capacity? How is ability displayed? How is capacity? Does the adjective *capable* imply more than the possession of capacity? (Answer. It sometimes implies the belief that the capacity may result in action, or develop into ability, since ability is the power of applying to practical purposes the ideas and knowledge due to capacity.) What is the difference between a man capable of commanding and an able commander? Would you speak of a man's capacity for enduring fatigue, or of his capability? (Ans. Better say ability to endure.)

EXERCISES.

1. Riches are of no use if ill health deprives us of the— to enjoy them.
2. In what I have done I have given proof of my willingness rather than of my— to serve him.
3. "The object is too big for one room, when we would

comprehend the circumference of the world."—*Andro-*

4. Lord Bacon's unlimited — for knowledge seems to have grasped all that was written in the books of his own and previous ages.

5. The — of speech and the rational — are the grand marks of distinction between man and brute.

6. "Tis not, indeed, my — to engage
In lofty trifles, nor to swell my page
With wind and noise."—*Dayden*.

7. It is a melancholy reflection that splendid — are as often employed in the service of error and vice as in advancing the cause of truth and virtue.

8. Few persons exert their — to the utmost to do all the good that lies in their power.

9. Those who believe that they have —, should act upon that conviction, and do something worthy of themselves.

10. Imagination is a noble —, but should not be allowed to hold supreme sway in the mind.

11. The — which are requisite for a minister of state are different from those which qualify a man for being judge.

12. We should not think highly of that man's —, who can only mar the plans of others, with no — of conceiving better in their stead.

13. Our legislative halls are too often mere schools of rhetoric, where men rise to display their — rather than to deliberate.

14. Though a man has not the — to distinguish himself in the most shining parts of a great character, he certainly has the — of being just, faithful, modest and temperate.

KEY.

1. *Ability*, (because we want here simply the general idea of power.)

2. *Ability*. Why?

3. *Capacity*, (because we wish to express the power to receive an idea.)

4. *Capacity*. Why?

5. *Faculty* and *faculty*, (a natural endowment and a special function to perform.)

6. *Talent*, (a special mental aptitude.)

7. *Talents* or *abilities*. (In the plural number, it frequently makes but little practical difference which of these words we use; for a man's *abilities* include, in the aggregate, whatever he is able to do with all his special mental endowments or *talents*. His *talents* are the means by which his *abilities* are manifested.)

8. *Abilities* or *talents*.

9. *Capacity*, (general enlargement of the understanding, fitting it to accomplish great things.)

10. *Faculty*. Why?

11. *Talents*, (special mental endowments.) Why would not *abilities* answer here?

12. *Abilities*, (general intellectual powers); and *capacity* (implying that his intellect is not of sufficient size to admit better ideas.)

13. *Abilities*. Why?

14. *Ability* and *capability*. Why?

For the SCHOOL JOURNAL.

Moral Lessons.

By D. L. PEARSON.

I have found it an excellent plan to discuss matters with my pupils in order to bring any misconception or wrong home training before his judgment. I subjoin a discussion held on the theme of "Telling about others." I invite the pupils to give their views no matter how much they may be in opposition to mine.

This morning the committee wish to discuss this question: "Should a boy give information about wrong actions in school?" I suppose this means not only boys but girls, in fact it means, "Should any one give information about wrong doing?" Now, this is a matter that should be carefully considered. Boys consider it wrong, I believe. I shall tell you how I would settle the matter. There are certain things that are *duties*—on that you are all agreed. You say that to be honest, industrious, obedient, respectful, etc., is an obligation, and must be heeded if we do not like it. The question is, is this a duty—this telling you are so afraid of?

Suppose I know a boy whose father has been put in jail and I go around and tell everybody about it; is that the kind of telling that is to be praised? I see you think not. Suppose I see a boy with a revolver in his pocket and I know he is intending to shoot a boy who has taken

his marbles; am I to refrain from speaking? You think I should speak. This last seems to be a duty, does it not?

Now, I shall stop and let others give their views. John, let us hear what you have to say.

John. I think when a boy has done something—like swearing—it is not right to tell about it because it will not cure him.

Teacher. Let us see. If a boy swears, you would not tell his companions, but you would tell his teacher—that would tend to cure him.

Another pupil. They don't like to be told of and so we don't do it.

Teacher. No; it is not pleasant, but is that the test for doing or not doing?

A pupil. We must do what is right, pleasant or not.

Teacher. Give an example.

A pupil. Washington. Another. Jesus. Another. Abraham.

Teacher. What about Abraham?

A pupil. Abraham offered his only son Isaac because God told him to.

Teacher. Then it is settled that we must do it (that is it is to be done) because it is right, not because it is pleasant. Now I am going to give you some questions.

1. If you were passing a house and heard the cry of fire would you not tell everybody as quick as you could?

All. Yes sir.

Teacher. Why? James may answer.

James. If you did not the man would have his house burned up.

Teacher. That is if you did not you would help burn his house. Then we should tell if a man is receiving an injury if the telling will help him. Is this correct?

All. Yes sir.

Teacher. 2. If you saw a boy throw a stone and break a window should you tell the owner of the window?

Some. Yes sir. Some. No sir.

This is quite a different question, and it puzzles you. It is not always easy to tell what is our duty. If you saw a boy breaking a window that he might get in and rob the house you would tell the owner. That is plain enough. But for ordinary injuries we cannot stop; the owner must watch his own house we say.

3. If a boy knows another boy breaks a rule—he sees him cutting the desk, for example—now the question is should he tell teacher?

A pupil. I think so, because he might cut it a great deal if not stopped.

Teacher. That is a good reason. He should tell to prevent injury; that is some like No. 1. But suppose I left the room and a pupil came to the stove, should another pupil tell of it?

A pupil. Not if you did not ask.

Teacher. One question more. 4. If I ask one pupil about another, and I have a right to know, should that pupil tell?

Some. Yes, sir; Some. No, sir.

Teacher. Think about it carefully. You do not do it to injure the pupil. You are thinking of the common good. This is something you have not thought about much. You ought (that is it is a duty) to do all you can for the good of the school. Your parents do; even those who have no children help support schools. The good of the public is a great inducement for a man to do a thing, and the good of the school is a great inducement for a pupil. The bad pupil does not care for the school and he will allow injuries to happen to the room and furniture and never say a word. We must consider the good of the school and do what is best for it.

This paragraph may be read in two ways, describing when read one way a very bad man, and the other a very good man. It exemplifies the importance of punctuation. He is an experienced man in vice and wickedness he is never found in opposing the walks of iniquity he takes delight in the downfall of his neighbors he never rejoices in the prosperity of any of his fellow-creatures he is always ready to assist in destroying the peace of society he takes no pleasure in serving the Lord he is uncommonly diligent in sowing disorder among his friends and acquaintances he takes no pride in laboring to promote the cause of Christianity he strives hard to build up Satan's kingdom he lends no aid to the support of the gospel among the heathen he contributes largely to the evil adversary he pays no attention to good advice he gives great heed to Satan he will never go to heaven he must go where he will receive the just recompense of reward.

Occupation for Young Children in School.

By ANNA JOHNSON, New York.

NO. III. WIRE EXERCISE.

Curves.—Provide the children with short pieces of stiff, pliable wire. Begin with a conversation about the material. What is it? from what made? how obtained? does it grow? has it life? Contrast it with wood, also with animals. The names of the three kingdoms may now be given. Lead the children to comprehend the essential difference in each. The mineral has no life; the vegetable, life but no voluntary motion; the animal, both life and voluntary motion.

Ask the children to select things in the room from each kingdom, and their reason for thinking they belong to said kingdom. Allow the children to bring specimens from home, have a box prepared to receive them, and at odd times one or more objects may be selected and talked about. They may also be used as tests to see if the children thoroughly understand the three kingdoms. Such lessons will awaken a new interest in the minds of children in the common things around them, and will also inspire them to discover uncommon things, which, would otherwise escape their notice.

Show the children a picture of a mine, and talk about it. Speak of the ore, and somewhat of the process of manufacture into wire. Refer to the blacksmith, what he does to the iron in making horse's shoes, etc. Illustrate by holding a piece of tar or wax over the flame of a candle and pulling out in threads. Let the children mention some of the things made of wire, as, springs, sieves, traps, flower stands, telegraph, etc.

Ask the children what can be done with the wires, that can not be done with the sticks? Ask them to bend theirs in different positions. Have them make similar lines on the board. Try to have them make all the positions themselves, as, curved, crooked, broken, waved, spiral, circle, and half or semi-circle. If they do not get them readily, direct their attention to objects which contain them. Show a ring, arch, spring, draw a spider's web, waves, etc. Refer to straight parallel lines and then ask for curved parallel. Have them make a curved triangle.

Use the wire in connection with the sticks to form the curved letters of the alphabet.

Encourage the forming of designs. After the oral recitation the children may be profitably employed in forming the letters and then copying them on their slates, also any original forms they may be able to make.

For the SCHOOL JOURNAL.

The Exact Examination.

By J. W. BARKER, Buffalo, N. Y.

Class of Seven Boys or Girls.

Joe Davis,	Samuel Peabody,
Tim Sprague,	Joshua Peabody,
Daniel Smith,	David Smith,
John Jones,	David Robinson.

TEACHER. Now, boys, prepare for examination. I shall propound to each of you a few questions in arithmetic and a few in geography. It will be an oral examination. Joe Davis, you may rise.

If six pounds of meat cost 54 cts. what will 11 pounds cost?

JOE DAVIS. Since six pounds of meat cost 54c., and one pound of meat will cost as many cents as six, the number of pounds given, is contained times in 54 cents, the price of six pounds of meat. Six is contained in 54c. 9 times, and if one pound of meat cost 9c., 11 pounds, which is 11 times one lb., will cost 11 x 9, and eleven times 9c. is 99 cts. Therefore if 6 pounds of meat cost 54c., 11 pounds will cost 99 cents.

(Tim Sprague raises his hand.)

TEA. What now, Tim Sprague?

TIM. Please, teacher, do you know the kind of meat that was that Joe was talking about?

TEA. Why, what has that to do with the question?

TIM. Because if the meat had been bought at Uncle John's market and his two dogs were about, the meat would have been stolen and eaten up before Joe had got half-way through telling what it cost.

TEA. What would you have said?

TIM. I should just say that 11 pounds would cost 11 x 9 of 54c. equals 99c. Then I should have taken the meat paid for it, and have gone home and Aunt Susan would have cooked it before he had made the change.

TEA. Now, Daniel Smith, suppose you hand the meat

dealer a \$2.00 bill, how much money would you receive back?

DANIEL SMITH. Since 11 pounds of meat cost 99c. and I give the \$2.00 in payment, I should receive as much back as the difference between 99c. the cost of the meat, and \$2.00, the money I had in payment. I cannot take 99c. from \$2.00, without first reducing \$2.00 to cents, \$2.00 equals 200 cents. Regarding 200c. as the minuend and 99 cents as the subtrahend, I find by subtraction that the difference would be 101 cents. Since there are 100 cents in the dollar, I find that there would be due me a balance of one dollar and one cent, the quotient obtained by dividing 101 cents by 100. Therefore I should receive back one dollar and one cent.

TEA. That is very correct.

(John Jones raises his hand.)

TEA. Well, John, what have you to say?

JOHN JONES. Well, I wouldn't mind about the one cent—the fellow has more than earned it; but there might have been some doubt about the result if Dave had not shown us just how he found the one cent.

TEA. One more example in Arithmetic: Samuel Peabody, if I should lend Jerry Henshaw \$45 for 10 mo. and 10 da., what would be the amount due at the end of the time?

SAM. PEABODY. (Repeats the example.) Regarding \$45 the base and 6c. the legal rate of interest, which in this case I regard as the multiplier, I repeat the base as many times as there are units in the multiplier, and I have for the percentage 270c., or \$2.70. This percentage will represent the interest for 1 year; for 1 mo. it would be $\frac{1}{12}$ of \$2.70, which is \$.225. 10 da. is $\frac{1}{3}$ of a mo. and $10 \times \frac{1}{3} \times .225 = .2325$. If to the principal I add the percentage I find the amount due to be \$47.325.

TIM S. It don't make any difference how much he owes you; Jerry Henshaw never pays nobody anything. But its well enough to be exact in figuring it out.

TEA. Well, never mind that now. Samuel is quite right. It is our business to make out the accounts, and the business of other people to pay them.

TIM S. Well, I hope Sam will be careful and keep his base.

TEA. Joshua Peabody may rise now. Joshua, you take the first question in geography. Where are the equator, tropics and polar circles?

JOSHUA. The equator is a line drawn round the earth in the middle from east to west. The tropics are lines drawn north and south of the middle and polar circles, are a little ways from the poles.

(Tim Sprague raises his hand.)

TEA. What now, Tim? What have you to say about this question?

TIM S. Well, Josh don't tell what kind of a line it is that is drawn around the earth, nor how it came to be there; it must take a pretty strong line to stand the strain of a stretch round the earth.

JOSHUA PEABODY. It is an imaginary line, that's all; it is supposed to be there.

TIM S. What's the use of talking of lines you don't know anything about?

DAVID SMITH. Oh, I know how it is. Solomon Wishead told our folks the other day that everything was en-evolved or re-evolved. I don't just remember which, so these lines were revolved, I suppose.

TEA. Very well. David Robinson rise. (David rises.) What are the poles of the earth?

DAVID R. The poles of the earth are those places which nobody ever saw, and which everybody is anxious to find. They are said to be the ends of the axletree upon which the earth turns.

TIM S. I should think it would get very warm around that axletree. Now I know what makes volcanoes and such. Turning around and round heats the axletree so hot and nobody can get there to put on water, and so the fire spouts out from volcanoes.

TEA. A curious explanation.

TIM. Of a wonderful phenomenon.

TEA. Samuel Peabody, what is the most northern town of Siberia?

SAMUEL PEABODY. Well, I know how the name looks on the map; it begins and ends with "k," but I can't tell exactly what the middle letters are.

TEA. David Smith, how many towns in Erie county?

DAVID. I think there are six, Buffalo, Tonawanda, Niagara Falls, Dunkirk, Grand Island and Jamestown.

TEA. Very well, that is right, I believe. You all are excused until after recess, when this examination will be continued.

EDUCATIONAL NOTES

ELSEWHERE:

NEW JERSEY.—This little State of is acting in the right direction, inasmuch as by recent enactment, it offers twenty dollars to each public school with which to start a library, providing the district raises as much more. This is to be followed by ten dollars more each year upon the same conditions. The amount, to be sure, is small but much good may result.

"LIKE TEACHER, LIKE SCHOLAR.—A correspondent writes in reference to the prevalence of juvenile smoking. Speaking of the masters of a large college in Wales, he says: "Mr. — is a great smoker, and a large number of his scholars indulge in the habit. It is really painful to see them with cutty pipes in their mouth in broad day light. No doubt, it is very disappointing to their friends, who send them to school to learn what is good, to find that they have also learnt not only an unnecessary habit, but a filthy and pernicious one also."

MICHIGAN.—The people of Detroit called a mass meeting, which appointed a committee of thirteen Republicans and thirteen Democrats to nominate a good non-partisan school board. Many of the first citizens, of various party affiliations, were present, and the one sentiment expressed by all was that neither primary meetings, king canoes, nor any other ordinary political organ should have anything to do with the management of the public schools. This is as it should be—the best men and women should give their hearts and minds to this work. The time is coming when the school officer will study upon education—take educational papers and read educational books.

Mrs. Mary J. Studley, M. D., was drowned from the steamer Katahdin in the Penobscot River, near Rockland, Me., on the 5th inst. She was born at Worcester, and was about 40 years old. After graduating at the Massachusetts Normal School, she taught school in Illinois for several years. She took great interest in the subject of hygiene, and thus directed her thoughts to the study of medicine. When the Women's Medical College of the New York Infirmary was started, over twelve years ago she was among its first pupils. She graduated in 1872, and remained in New York about a year afterward studying and practicing medicine. She then practiced in Elizabeth for over a year. She then accepted a position as Professor of Physiology and Hygiene in the Massachusetts State Normal School at Framingham, and was also the resident physician of the school. She published a work on the subject of the laws of hygiene in dress and ways of living.

SOUTH CAROLINA.—The report of State Superintendent Thompson says the two mill tax and the poll tax constitute the school fund. That in the political campaign of 1876, the pledge was repeatedly made that the Democratic party, if successful, would foster the public school system, and the promise was given again and again that fuller opportunities of education would be afforded to all classes of our citizenry—that the Normal Institute held in Spartanburg, May, 1880, under the direction of Prof. F. Louis Soldan, of St. Louis, Mo., gave a new impetus to education. Familiar with the most improved methods of teaching in Europe and in this country; possessing the broadest culture, enthusiastic as a teacher, and devoted to the work of elevating the profession of which he is an ornament, Prof. Soldan has left upon those with whom he came in contact an impress that cannot soon be effaced. The quickening power of his teachings will long be felt in many schools in this State. The expenses of the Institute amounted to \$944.85, leaving a balance on hand of \$55.15.

THE TYNDALL TRUST FUND.—It may be recollected that, at the close of his lectures in this country, 1872-73, Prof. Tyndall left all the money he had received, except what was consumed in expenses, as a trust, the income of which was to be devoted to the assistance of American students in physics desirous of completing their studies in Germany. The fund was intended, of course, for those who were without sufficient means of their own for the purpose, and was to be only available for such students as had shown an inclination for original studies, and some aptitude and capacity in pursuing them. Trustees were appointed to take charge of the fund, which was at first so small that it was thought best to let it accumulate until the income became sufficient to give a moderate support to two students. The increase of the capital has now reached a point at which the income of the trust becomes applicable for its purpose. Applications for the benefit of the trust can be made to either President F. A. P. Barnard,

of Columbia College, New York, and Professor Joseph Lovering, of Harvard University, Cambridge.

PARIS has thirteen technical schools, whose pupils on leaving have sufficient knowledge, practical and theoretical, of a trade which will enable them to earn their livelihood. Their apprenticeship has cost their parents nothing, and employers throw open their workshops to them with immediate remuneration. Pupils must be thirteen years old and must pass an examination. The period of training extends over three years. During the first twelve months the pupil remains a certain time in each of the different workshops representing the respective branches of trade. Consequently, an insight is obtained into each calling, and the ideas and preference of the student becomes more and more pronounced, while his abilities are developed. Guided by the paternal advice of the superintendent, he is then induced to make a choice, and devote his whole time and attention to one distinct branch of trade. During the first two years the education of the pupils continues. Sound instruction is given to them, and four hours a day are spent in the different classes where French, English, history, grammar, chemistry, geography, drawing, etc., are taught. In the first division only four hours are daily devoted to manual labor in the workshops, in the second half as much time again is spent in the practical branches of education, and the third year's pupils pass eight hours day in the workshops and only two with their books. The schools comprise half a dozen shops under the superintendence of able technical men, who give practical instruction as to the different crafts they represent. There is a modelling-room, a blacksmith's shop, a fitter's, a wood and metal turner's, and several carpenters' and joiners' shops, where every branch of the trade can be learned. A practical training college is to be opened in each arrondissement, and workshops are to be attached to each of the municipal schools.

OHIO.—At the Hamilton County Teachers' Association Mrs. A. B. Johnson spoke of "The Teacher's Social Standing." She said she was traveling with a party of ladies and gentlemen, all of whom were teachers, when a young lady remarked that we must keep our profession hidden. Her declaration bewildered me. Ashamed of our profession! Ashamed of such men as Thomas Harvey, who is as wise as he is witty! No, never! "But," said my friend, "these ladies from Boston in the car will look upon us as school-room carpet-baggers." She hoped the time would come when she would be married, and thus be lifted out of the pedagogical mire. Her prayer was answered. She was lifted out of the difficulty only to be sunk in matrimonial oblivion.

Supt. D. F. De Wolf of Toledo, said: "Our profession ought to assert itself. We have as much manhood and womanhood as any other profession in the United States. I believe we may do something to hasten the day when teachers shall be heard in school legislation. The subject of education is one of the most important that can be talked of before men. Our fathers have settled the matter that State or Public Schools should educate the people; they have decided for us that education is necessary for the State: we have settled the question of how it shall be done.

"It is important we should know how to make our opinion felt. We should mingle with people, and work with them in the ordinary interests of society, and show that we are not zeros in any sense politically.

"The papers like to hear from the teachers of the State. All of the daily papers of the State have been rather anxious to publish articles from teachers regarding the changes contemplated in our State school laws. The importance of doing this can hardly be magnified. Articles in newspapers have a great deal of influence; they are not always friendly, and I hope many more of our faults may be criticised in the papers.

"When I first went to Toledo it was my theory that most people went to political caucuses from honest motives. I believed them to be good men. I went among my neighbors and got many of them to go with me, to vote for a good man to promote educational interests. But there had been a meeting in a back parlor, and all the candidates had been selected beforehand. As soon as we had learned this fact we determined what to do. We voted everything down. Then they began to say, 'This is a school teachers' convention.' Perhaps teachers had no rights that others were bound to respect, and perhaps they had. I told them I had earned my citizenship, and

I proposed to exercise it. Every year since that time I have attended the caucuses in my city. Every man that has ideas for the good of society should make those ideas felt. If we attend to these duties as citizens, we may increase our power. I do not think we should leave these things to be managed by politicians—and low politicians at that.

"So long as people feel that schools are benevolent institutions, established for the benefit of teachers, they will never do us justice.

With regard to the township system, the speaker thought, we are gaining ground. The work that I have done in connection with it, and that which friends have aided me in doing, will, I hope, have a permanent effect, and that at some future time the provisions of the bill will become a law. If any of you have influence with your present legislators you ought to make use of it. Teachers should write personal letters to their friends in the legislature, urging the passage of a bill.

"I wish to say to the teachers of this county, 'Do not be discouraged.' If this bill does not pass this year, we shall very likely get it in another. Money is necessary to assist legislation. I was talking about this matter to some very good men—one subscribed \$100, another \$25, another \$25, etc. We must expend money if we expect to get favorable legislation. We have hope in this matter if we work.

"There should be a professional re-organization of teachers throughout the state. It has come to be a sentiment among teachers, that we will never become a profession until we have a literature and science of our own, for there is an art and a science underlying this great profession. In the bill before the House an attempt is made to meet this point. Three certificates are to be provided for. The first is to be given to young men, even if they have never taught, if they have the requisite knowledge of the literature of teaching, and of the laws underlying the development of mind, as the science of education may be called. There has been a great deal of strong thinking put upon paper, which our young teachers ought to be made to read.

"The second class is for ten years. It requires three years experience in teaching, and the requisite knowledge mentioned for the first certificate.

"The third is for life, just as at present. With reference to the State examination, I have had something to do with the bill, and shall be glad to explain my views. The bill re-organizing the Board appoints three men from each corner, and three from the center, of the State. Any three of these could grant certificates.

Iowa.—The committee appointed by the State teachers' association to prepare a graded four years' course of study for normal institutes met at Cedar Rapids March 18 and 19, and prepared the annexed course, with the following suggestions:

"The end in view in establishing these institutes was to remedy the defects in school work and increase the efficiency of the public school system. These defects may be grouped into the following classes: 1. Deficiency of scholarship among teachers. 2. Defective methods of teaching. 3. Lack of organization and system. 4. Imperfect supervision.

"It is expected that the teachers will prepare the work which they will have to take up the next year, in the accompanying course, at home, under the directions and by the suggestions of the county superintendents and institute conductors. These suggestions and directions should be so minute, in topics and references, that none need be mistaken.

"All who complete any year's work and sustain a satisfactory examination on it, should receive certificates admitting them to the next year's work.

"The examination, instruction and work done should be as nearly uniform throughout the State as is practicable.

"Though the examinations required by law before the county superintendents should not be based upon the exact work done in the institute in determining the grade of a teacher's certificate, the county superintendent should take into consideration the grade and standing of the teacher in the institute course.

"It is earnestly recommended that the above course of study be supplemented by a course in general reading, including at least one book each year in each of the following subjects: history, travels, science, fiction, and didactics.

"Classification.—Those now holding first grade certificates and who also hold certificates of attendance at three

or more former institutes may be admitted to the third year's work, although it is desirable that they commence with a lower grade to complete the course.

"Those holding second grade certificates and who also hold certificates of attendance at three or more former sessions, together with those holding first grade certificates, but who have attended only two former sessions, may be admitted to the second year's work. All others should commence with the first year's work.

West Va.—State Supt. Butcher has published a program for the Teachers' Institutes. These are to be one week long and to consist of three sessions. The following are some of them.

The Institute shall be opened and closed promptly at the times prescribed in the printed programs, the roll called at each session, and absences noted. A copy of the roll shall be preserved by the County Superintendent and a copy sent to the State Superintendent.

The lessons for any hour shall be assigned the day before they are to be recited, that they may be prepared as regular recitations.

The County Superintendent shall deliver to each member desiring it a certificate of the number of days of his or her actual attendance of the Institute as required by law. Firms will be furnished from this office.

The exercises of the Institute shall be strictly didactic, and conducted so as to combine instruction with drill, and to impart a fuller knowledge of the subjects taught in our common schools, with practice in the best methods of teaching them.

The Conductor and County Superintendent should use all proper means to secure public interest in the work of the Institute, both for the day and night exercise. The best local talent should be secured to debate the questions proposed or those selected for discussion. These questions and similar ones are of importance to the healthful progress of our Public Schools. We cannot afford to fold our hands and say, "It is well enough." We go backward or forward. The zeal of the teacher is the barometer of public opinion. The teacher may not be responsible for the apathy of the general public, but he can in a large measure break it up.

FOURTH DAY—THURSDAY—9 A. M. to 12 Noon.

1. Opening Exercises—Devotional—Music—Roll Call, 15 minutes. 2. Arithmetic—The L. C. M. and the G. C. D.—Demonstration of the rules of each—Recitation—Discussion of methods of teaching 45 minutes. 3. History of the United States under the Articles of Confederation—Recitation, 30 minutes. 4. Query Box—Discussion, 10 minutes. 5. Map Drawing—How to teach it—Methods, Discussion and Recitation, 30 minutes. 6. Health, Morals and Manners of Pupils—The Teacher's duties and responsibilities in regard to—Essay—Discussion, 30 minutes. 7. Letter Writing—Practical Exercise—Illustrations—Value of Practical Education, 20 minutes.

RECESS TILL 2 p. m.—Afternoon 2 to 5 p. m.

1. Grammar—Parts of Speech; how to distinguish; how to teach—Recitation and Illustrations, 45 minutes. 2. Reading—Exercise in Pronunciation and Articulation, 20 minutes. 3. Mental Arithmetic—How to teach it—Methods—Recitation—Discussion, 35 minutes. 4. Written Exercise in Orthography 20 minutes. 5. Object Lesson in Natural Science—Mineralogy—The interest and enthusiasm aroused in the child by "a glimpse of the laws" of the natural world, 30 minutes. 6. Essay—Objects of School Government—How to attain them—Discussion, 30 minutes.

RECESS TILL 7:30 p. m.—Night 7:30 to 9:30 p. m.

1. School House Architecture—How to improve it—Its relations to Heating and Ventilating. Can our school buildings be improved without burdening the tax-payer? Does it pay to build a cheap house? Is the Public responsible to the parent for the physical health and growth of the child as well as the mental?

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1. College Preparatory Examination—Latin, Greek, Geometry, Algebra, Price \$50.
 2. Latin—Price \$30.
 3. Greek—Price 30.
 4. Geometry—Price 30.
 5. Algebra—Price 30.
 6. Essays—Price 30.
 7. Declamation—Price 30.
 8. Recitation—Price 30.
 9. Elementary Chemistry—Price 15.
 10. Physics—Price 15.
 11. Physiology—Price 15.
 12. American History—Price 15.
 13. Civil Government—Price 15.
 14. Literature—Price 15.
- Honorable mentions will be made in all the above.

COMPETITORS.

The number of competitors thus far entered is divided among the various subjects as follows: College preparatory 16, Latin 5, Greek 3, geometry 14, algebra 10, essays 10, declamation 16, recitation 10, chemistry 2, physics 4, physiology 10, American history 9, civil government 10, literature 2.

Many, indeed the majority of institutions, do not make their appointments till late in the summer term, so that this list will doubtless be swelled materially before the last day for making entries arrives.

Among the prominent institutions that have made definite entries are: Canastota Union school, Cook Academy, Havana; Clinton Grammar school, Colgate Academy, Hamilton; Cooperstown Union school, DuRuyter Union school, Flushing High school, Hamilton Union school, Hudson Academy, Kinderhook Academy, Mechanicville Academy, Oxford Academy, Phelps Union school, Perry Union school, Saratoga High school, Syracuse High school, Seymour Smith Academy, of Pine Plains, Westchester Union school No. 3, Waterville Union school, West Winfield Academy, Yates Union school, Chittenango; Boonville Union school, Munro Collegiate Institute. Other leading institutions have registered as "probable," so that before June 1 large accessions will be made. The officers elect that are arranging for the contests of 1881 are: President, F. W. Towle, Hamilton; secretary and treasurer, G. R. Cutting, Waterville. Executive committee: Sherman Williams, Flushing, chairman; Eliza Curtis, Sodas; A. C. Hill, Havana; W. A. Reed, Kinderhook; Barney Whitney, Lawrenceville; James Wine, Canastota; Charles H. Verrill, Franklin.

No principal or teacher in an academic institution in the State of New York can be a member of any committee of award.

An examiner in each of the several academic studies, one who, by reputation will be recognized as competent, and by residence and association will be conceded to be impartial, will be employed by the union to be present at Utica and conduct the examinations in person. There will be three such employed in each oratorical competition.

The competitive examinations for 1881 will be held in the Advanced school building, Elizabeth street, Utica, July 6, 7, and 8. The competition in declamation will occur Thursday evening, July 7, at 8 o'clock, in the Utica Opera House; in recitations Friday evening, July 8, at same hour and place.

All the Utica hotels have reduced their rates, and the railroads, generally, have offered special reduced rates to all attending the contests.

Any institution of academic grade in New York State is invited to compete, and those under the supervision of the regents of the university are, by virtue of this supervision, eligible to enter competitors. The officers in charge have taken every possible caution to secure fairness and competent supervision of the awards.

New England Association of School Supts.

The next Semi-Annual Meeting will be held in the Rooms of the School Committee, on Mason street, Boston, Friday, May 27, 1881, at 9 1/4 o'clock, A. M. They will discuss this question:

"That superintendents, unbiassed by personal considerations or political and social influences, should recommend the dismissal of incompetent teachers and the election of competent teachers only."

The question will be considered under the following topics:

1. What constitutes a good teacher? By J. W. Dick-

son, Newton, Mass., and B. G. Northrop, Clinton, Conn.

2. How shall we get good teachers? By J. D. Philbrick, Danvers, Mass., and A. P. Stone, Springfield, Mass.

3. How shall we keep good teachers? By Thomas Tash, Portland, Me., and T. B. Stockwell, Providence, R. I.
4. How shall we help teachers in their schools? By G. I. Aldrich, Canton, Mass., and E. Hunt, Newton, Mass.

5. Should teachers disabled from age and long service be retained? By E. P. Seaver, Boston, Mass., and W. H. Lambert, Malden, Mass.

6. How shall we get rid of incompetent teachers? By A. P. Marble, Worcester, Mass., and W. E. Buck, Manchester, N. H.

7. What shall we do when teachers are retained by political and social influences? By J. W. Allard, Milford, Mass., and J. G. Edgerly, Fitchburg, Mass.

Then the grand discussion will follow.

THE SECOND BRIDGE BETWEEN NEW YORK AND BROOKLYN.—The bridge from New York to Brooklyn, crossing Blackwell's Island, is under contract, and the contractors are now busy on the iron work of the pier foundations. The estimated cost of the bridge is \$5,000,000; the time fixed for its completion is three years. There will be four piers, one at Ravenswood, another at the coal dock on Blackwell's Island, a third on the west side of the island, and the fourth on the New York side, between Seventy-sixth and Seventy-seventh streets. It is intended that the New York approach shall form a junction with the railroads in Fourth avenue tunnel, a mile and a quarter above the Grand Central Depot, and that the Long Island Railroad approach shall connect with a spur of the Long Island Railroad. The bridge will be 74 feet wide, and will be arranged for two sidewalks, two carriage-ways, and two steam railroad tracks. The span over the water from Ravenswood to Blackwell's Island will be 618 feet, that across the island 700 feet, and that over the river to New York 634 feet. Each pier will rest on bed rock, the dip of whose strata at all points is nearly vertical. The Ravenswood pier only will stand in the water, and a coffer dam will be placed in position next week to prepare the rock for its reception. One corner only of the New York pier will touch the water. The roadway will be 154 feet above the river at high tide, and a 160 feet at low tide. A commission to appraise the land needed on Blackwell's Island has been appointed by the Supreme Court.

TEACH THE BOYS ABOUT IT.—At home and at school the boys should be taught the natural effect of alcohol upon the processes of human life. First, they should be taught that it can add nothing whatever to the vital forces or to the vital tissues—that it never enters into the elements of structure; second, they should be taught that it disturbs the operation of the brain, and that the mind can get no help from it which is to be relied upon; third, they should be taught that alcohol inflames the baser passions, and debases the feelings; fourth, they should be taught that an appetite for drink is certainly formed in those who use it, which destroys the health, injures the character, and, in millions of instances, becomes ruinous to fortunes, and to all the high interests of the soul; fifth, they should be taught that crime and pauperism are directly caused by alcohol. So long as \$2,000,000 are daily spent for drink in England, and \$2,000,000 per day in the United States, leaving little else to show for its cost but diseased stomachs, degraded homes, destroyed industry, increased pauperism, and aggravated crime, the boys should understand the facts about alcohol, and be able to act upon them in their earliest responsible conduct.—*Parish Magazine*.

SARATOGA—Prior to 1767 little or nothing was known by the whites regarding the waters of this section. In August of that year Sir William Johnson was conveyed from Schenectady to this locality on a litter, by some of the Indian braves of the Mohawk tribe, by whom he was evidently much loved and esteemed. It is highly probable that the High Rock was the only spring known to the Indians, and that Sir William was the first white man that ever visited it. In the long interval that has elapsed since the location of the High Rock was revealed, the number of springs developed has been very largely increased. With regard to the origin of these springs there are two theories advanced, both of which have able and zealous advocates; but, before presenting the claims of either of them to your consideration, it will be necessary to describe the geology of this vicinity, in order that they may be more fully comprehended.—*Popular Science Monthly for May*.

EDUCATIONAL MISCELLANY.

The Old Brown School House.

It stood on a bleak country corner,
The houses were distant and few,
A meadow lay back in the distance,
Beyond rose the hills to our view.
The roads crossing there at right angles,
Untraversed by pomp and array,
Were cropped by the cows in the summer;
I've watched them there many a day.
In memory's hall hangs the picture,
And years of sad care are between;
It hangs with a beautiful gilding,
And well do I love it, I ween.
It stood on a bleak country corner,
But boyhood's young heart made it warm;
It glowed in the sunshine of summer,
T was cheerful in winter and storm.
The teacher, O well I remember,
My heart has long kept him a place;
Perhaps by the world he's forgotten,
His memory no touch can efface.
He met us with smiles on the threshold,
And in that rude temple of art,
He left, with the skill of a workman,
His touch on the mind and the heart.
Oh, gay were the sports of the neontide
When winter winds frolicked with snow;
We laughed at the freaks of the storm-king,
And shouted him on all a-glow.
We dashed at his beautiful sculpture
Regardless of all its array,
We plunged in the feathery snow drifts,
And sported the winter away.
We sat on the old-fashioned benches,
Beguiled with our pencil and slate;
We thought of the opening future,
And dreamed of our manhood's estate.
Oh, days of my boyhood, I bless ye,
While looking from life's busy prime,
The treasures are lingering with me
I gathered in life's early time.
Oh, still to that bleak country corner,
Turns my heart in weariness yet;
Where leading my gentle young sisters,
With youthful companions I met.
I cast a fond glance o'er the meadow,
The hills just behind it I see,
Away in the charm of the distance,
Old school house! a blessing on thee!
—REV. DWIGHT WILLIAMS.

Popular Art-Education.

That some idea may be formed of the extent of this movement in England, in the direction of Art-education, the following statistics are offered: The schools of Art established in the United Kingdom, according to last year's report, numbered 147, with an attendance of above 29,000 pupils. The number of schools wherein drawing is taught was 4,170, an increase of 403 on the previous year. The number of pupils receiving instruction in drawing and design was, in 1878, 727,874, an increase of more than a hundred thousand over the report of the previous year. At the examinations of 48 "training colleges," in which teachers of elementary schools obtain certificates as teachers of drawing, 880 persons received these certificates. The last report of the "Art Department of the Committee of Council on Education" says: "In four years from 1874 to '78, the number of institutions in which instruction is given in drawing, or in higher art, with the aid of the department, and subject to its inspection, has increased from 3,202 to 5,238. The number of persons taught, and of exercises and works examined, has more than doubled during the same period, while the total amount of the aid given by the department in the form of payments on the result of this instruction, as tested by examinations, has risen from £33,921 in 1874, to £51,082 in 1878, or upward of fifty per cent. of increase." These "payments on results of examinations," I may explain, are special fees, varying from a few shillings to a pound or two, paid, *per capita*, on account of pupils whose work has been approved in the examinations of the various training-schools. The sums appropriated last year, for establishing and maintaining schools and museums of art, amount to more than a million of dollars, and the investment was thought to be a profitable one for the state.

But taking another view of the merits of popular Art-instruction, let me inquire what is the aim of a common-school education,—what object has the state in view in furnishing free schools for the people? Certainly the aim and end of this instruction should be distinct from that of the college or the professional schools. Its legitimate aim is a simple one—to furnish the young with the means of earning a livelihood. By this means it makes them good citizens, with the requisite knowledge for serving the state. It does not design to fit them for professions. This task, with every other professional interest, properly belongs to the college. There is noticeable a marked confusion of ideas on this point. The end, therefore, of a common-school education is to furnish the youth with the tools education supplies for earning a livelihood. A knowledge of the principles and practice of drawing and design contributes to this end quite as directly as any other study in the curriculum, and as a discipline for the mind it has peculiar value, to which reference will hereafter be made.

If, however, we simply take the ground that instruction in the elements and rudiments of Art educates and disciplines the faculties and senses of the pupil, we are thus enabled to establish its claims to a more prominent place than that usually accorded it in the common-school curriculum. It educates the powers of observation that are at the root of success in all things. It tends to establish that harmony between the head and the hand which is always a subject of admiration in human skill, and which may be so cultivated that the hand becomes, as it were, an extension of the brain. Art, in its lower forms, is the most practical of intellectual pursuits, because it is the most objective in all its processes.

The competition in the school is quite a distinct thing from the competition life affords in its endless activities. The boy who stands at the head of his class is not infrequently the last in the race of life. "Brilliant graduates," says a recent writer, "seldom become influential and useful men, for the reason that they blindly insist upon substituting scholastic attainment for honest sense." Abstract methods of educating the faculties, while they exercise the memory and plume the wit, do not, somehow, further that mental grasp which should lay hold, tenaciously, upon the practical affairs of life in common experience.

A single teacher, whose character and experience give weight to his or her instructions, and who understands the constitution of the mind of the human being under manipulation; and understands, likewise, that behind the mind are the propensities, the impulses, the tastes, the passions,—the mainsprings of action,—will often accomplish far higher and better results than the elaborate systems of the school and college. I declare it to be the fact, that just as the prevalence of mechanical agencies in manufacture, has destroyed all personal skill in handicraft—so that the artificer no longer exercises invention or ingenuity in his art, and consequently has himself become a mere machine, laboring without thought; I say, just as this has been a result of the prevalence of mechanical agencies, in manufacture, so do these vast educational machines, when divested of personal sympathies and personal impulses, tend to a like result in developing the mind. The absence of personal stimulus and magnetism, and the severance of the subjects taught from their practical applications, may develop powers of mental abstraction; but in common life and common experience this is not always a desirable end. Knowledge of rules and principles avails but little,—is even valueless, in the absence of any faculty for applying these rules and principles to practical affairs. Vast systems or institutions of erudite instruction may be admirable in their proper place, particularly for forming the minds of teachers or pedagogues; and yet notice, in the school or the college, how eagerly students seek the instruction of those who manifest strong practical sense even in recondite subjects, while they drone listlessly under the pedant or the theorist. But a common-school education has a different and distinct end in view.

Now, a large proportion of the youth of both sexes attending the common schools and the high schools are the children of mechanics or tradespeople. Let me ask if there is not in popular education,—when carried too far in certain directions unsuited to the needs of the class of pupils attending public schools,—a wrong tendency, under false ideas, the effect of which is to render the young restless or scornful of the conditions in which they were born, and for which by nature and circumstance they are properly fitted? These conditions, the sphere of handicraft especial-

ly, should be rendered more honorable and more satisfying and happy, and bring to them a higher intelligence—the educated mind. It is a false pride that is manifested in the restless desire to get above these honorable kinds of labor, to secure a kind of shoddy place in what appears to be commonly regarded as more “respectable” occupations.

But let us see how far behind the age we are in debating this subject. In France, it was long ago recognized that drawing should be taught in all the schools; and I have indicated how actively and eagerly the English are developing this branch of instruction, and with vast results. In Germany, a similar activity is manifest. A department of the fine arts has, within a few years past, been engrafted upon the Universities of Oxford, of Cambridge, of London, of Paris, of Yale,—not to mention a large number of colleges of less prominence. The Sheffield Scientific School has for eight years past recognized the fact that even a rudimentary discipline in the elements of free-hand drawing is of value to their students, and they have regularly sent their freshmen class to the Yale Art School for this instruction. With these precedents, we may safely infer that drawing has a recognized value in the plan of education adopted by leading nations and leading institutions. It has long since passed its experimental phase abroad, and why should we be slow in recognising its value here, where, from the very nature of our industries, it is greatly needed in furthering the ends of design in manufactures and in countless occupations that engage the minds and hands of an ingenious and inventive people?

Now let me recapitulate, in brief, the advantages that may be derived from drawing as an educational discipline: It develops and concentrates the powers of observation by imitation; it exercises the analytical and synthetical faculties; it trains the hand, and renders it a skillful instrument of mind; it furnishes a means, only second to that written or spoken language, for communicating ideas; it gives experimental or definite form to inventions and designs that cannot otherwise be placed before the eye and the mind, except in the more laborious and costly form of physical models; it tends to bridge over the gulf between the theoretical and the practical by compelling a strict subservience to the truth in defining natural forms, and by making these forms conform to nature and to common sense under the tests of the sense of the sight; it opens to the mind the universe of sensible appearance, to which we are often unconsciously blind; it is a means of livelihood, of intellectual recreation, and it acquaints one more intimately with the wonderful beauty and structure of the world in which we live. Education, if it means anything, is the quickening of the powers that enable us to live,—ideally and practically, morally and mentally,—or that give us the capacity to enjoy and expand this life; and Art, even in its simplest form, tend to these ends. To bring about the desired results, by giving drawing its proper place in our common schools, the following suggestions may not be out of place: There should be general superintendents of this branch of instruction, whose experience and talents would wisely direct the simplest and best methods of discipline in the elements of design; and under them there should be, in all the schools, teachers who have received certificates from some acknowledged school of art, whose course is extended and thorough. The competition to secure these certificates, which should be limited to the needs of the schools and the state, would insure a high order of accomplishment and skill in those who received them. As it now is, there is little or no proper qualification necessary to secure a place as teacher of drawing, whereas in other studies some thoroughness of training is deemed essential. Then, again, the time allotted to this study should be adequate for attaining useful results. A merely superficial dabbling, at odd intervals and measured by few otherwise unoccupied moments, can avail nothing. Lastly, drawing is not fine art—requiring special talents of an exceptional and rare kind—any more than language is poetry. One of the absurd errors not infrequently met with in ordinary discussions of this subject is the confounding of the draughtsman with the artist. One may be a perfectly skilled draughtsman yet not be an artist,—as one may have a perfect command of language and not be a poet. The teaching of drawing in the public schools should be exclusively with reference to forming draughtsmen,—to provide the pupils with a knowledge of the grammar of Art and the practice that will enable them to employ this knowledge as a language of sensible forms in the ordinary occupations of life. In whatever occupations a knowledge of forms is essential, the value of good draughtsmanship is plainly recognizable.—*North American Review*.

Use of School Libraries.

By Mrs. KATE B. FISHER, Oakland, Cal.

You are studying, perhaps, the State of New York. The Hudson River is mentioned. You tell him of Hendrick Hudson, of the first steamboat launched on the river, of the strange legends of the Catskills; just a taste, and send him to Irving's "Sketch Book." How delightful a sensation to read for the first time the story of Rip Van Winkle—to make the acquaintance of Ichabod Crane, Brom Bones, and the blooming Katrina. You will not have finished the study of North America till you have located the scenes of Evangeline and Hiawatha, and perhaps introduced your adventure loving boys to the Pathfinder, the Deerslayer, or the Spy. You will have brought to the notice of your class Higginson's "Young Folks," "History of the United States," and Coffin's "Story of Liberty," of '76, and "Old Times in the Colonies." If teacher of a younger class, you will have to read to them on some Friday afternoon from some one of the "Bodley Books."

As pupils advance, the field widens and opportunities multiply. In their weekly or fortnightly rhetorical exercises, insist on selections from standard authors; give topics for compositions that will call for research among the best books.

History does not hold a very prominent place in our curriculum, but we can supplement it by exciting an interest in the great men and women of the past generations, and the manners and customs of the times in which they lived. For the Crusades we have "Ivanhoe," "The Talisman," and Gray's "Crusade of the Children;" for early English times, "Last of the Barons," and some of the Schonberg-Cotta series; for the reign of Henry VIII, "The Household of Sir Thomas More;" for Elizabeth, "Kenilworth;" for the protectorate of Cromwell, "Woodstock;" for Queen Anne, "Henry Esmond;" for Scottish history, "Tales of Grandfather," and "The Days of Bruce;" for Italy, "Rienzi," "Romola," and "Stories from Ariosto;" for Spain, "The Conquest of Granada," the "Alhambra," and "Columbus;" for Egypt, "Uarda," and "The Daughter of an Egyptian King." If we desire to pursue still farther these earlier times, we shall find that a good translation of Homer is not at all beyond the appreciation of intelligent pupils in our grammar schools, and that "Plutarch's Lives" will gratify the same appetite which feeds upon tales of robbers and pirates, or the more diluted rascality of Oliver Optic's heroes. Of Homer, a recent writer says: "One knows that Homer is the easiest, most artless, most diverting, of all poets; that the fiftieth reading rouses the spirit even more than the first;" but, he adds: "A generation which will listen to 'Pinafore' for three hundred nights, and will read Zola's seventeenth romance, can no more read Homer than it could read a cuneiform inscription."

Another wide field, and one no less important, lies in the direction of the natural sciences. The perceptions of the average child are so acute, that it is not difficult to train him to habits of observation, and lead him to original investigation of these subjects. He loves out-of-door life, and the companionship of animals. The questioner is often surprised to find how much he can tell of the habits of his four footed friends. He knows, too, where the birds build their nests, and the size, color, and number of their eggs. What a source of pleasure to him Wood's "Homes without Hands," "Insects at Home," and other works by the same author; Miss Buckley's "Fairy Land of Science," "What Mr. Darwin saw in his Voyage around the World," and a host of similar volumes. So from every lesson a path may be opened which will lead to the seeking of wholesome books by the pupil.

I think mere preaching about improper reading accomplishes very little good. It put the pupil on the defensive, and defeats its own end. This is a case where a counter-irritant is better than heroic treatment. We must remember, too, another thing. Children will read only what they enjoy. In later years other motives may guide them; but the books of their youth must possess a human interest on their own plan of living. A committee appointed by the Michigan State Teachers' Association to prepare a list of two hundred books for school libraries, reported seventy volumes of history and biography, thirty-seven of travel, thirty of fiction, twenty-two of poetry, and forty-one miscellaneous; stating that they had been guided by two considerations: First what books will be read? Second, what are worth reading?

Charles Dudley Warner says, the reason why young

people read trash is because their parents and older persons about them read it. Then it logically follows that we must aim to effect some reform here. But how? Not by any aggressive warfare upon the public taste; not by any pedantic assumption of literary attainments. It will require much patience and more tact—the latter a qualification of more value in a teacher than many certificates, but which, not being easy to estimate at so much per cent, cannot be said to have any marketable value with examining boards.

It is safe to say, that there has never been a time when fifty dollars could buy as many really good books as it can to-day. The ideal library, of course, contains editions of the best authors, in a dress worthy of the thoughts within. Our old friends, "Rasselas," "The Vicar of Wakefield," "Pielola," "Undine," and "Paul and Virginia," come to us in one volume for fifty cents. One dollar will purchase a well bound volume containing, in clear type, Macaulay's "Frederick the Great" and "William Pitt," Carlyle's "Burns," Arnold's "Hannibal," Liddell's "Julius Caesar," Damartine's "Cromwell," "Columbus," and "Mary, Queen of Scots." Dryden's "Virgil," Pope's "Homer," and Cary's "Dante," are issued in neatly bound volumes for thirty cents each, and "Milton" for forty cents. Two dollars will place on your shelves Chambers' "Encyclopedia of English Literature," and one dollar will procure for you Taine's "English Literature," in binding that would not disgrace any library.

Joseph Cook says, that there are not more than a thousand really first class books in the English language. Setting aside the science, poetry, history, travel, and biography, our choice in fiction will be narrowed to a moderate limit, provided we accept Mr. Cook's statement. If we think this too small an estimate, we certainly must agree with a recent writer, who says: "As a large proportion of the human race now write books, with objects as various as human activity, books as books are entitled, *a priori*, until their value is proved, to the same attention and respect as houses, steam engines, pictures, fiddles, bonnets, and other thoughtful or ornamental products of human industry."

Here, as in poetry, let us stick to the master. Who would choose a beggar for his friend when he might be the intimate companion of a king? A rule which Emerson gives, is: "Never read a book which is not a year old." While this may admit of modifications with regard to books of science, it is quite safe as applied to works of fiction.

Co-operation is no less valuable in cultivating literary taste than in matters more material. A teacher could not do a greater service to a community than by establishing a reading club. The success of the Chautauque Circle is conclusive proof of the possibility and popularity of such an organization.

The Study of the Classics.

Still, admitting, as I most assuredly do, that most of our institutions are rooted in Grecian and Roman culture, yet, what has that to do with studying their languages? Indeed, it appears to me that this is about the best device imaginable to keep our youth from a knowledge of these institutions. Every classic student knows that nearly all he learned about the institutions of these two peoples, he learned, not from reading the classic authors, but from the study of histories written in his own tongue by a modern scholar. I venture to assert that two years spent in reading Grote's and Curtius' Greece, and Mommsen's and Gibbon's Rome, together with translations of the principal classic authors would make one not only ten times better acquainted with their institutions, but will give him a far better insight into the spirit and scope of their civilizations than would three times that length of time spent in classical studies.

Indeed I believe that the value we attach to our own translations of the classics is largely due to the labor it costs us. We read over an obscure sentence. At first it refuses to yield up to us its contained thought. We read it over again and again. We consult grammar, lexicon, and notes. At length the light of the contained thought flashes upon the mind. We feel as if we had made a discovery. We over-appreciate it because of the toil it cost us.

But it will be said will not knowledge gained in this way live longer in the memory? My own experience is against it. And there are good reasons. The mind is so much occupied with the difficulty of the construction that

the value of the thought-impression is impaired. That thought may have its best effect it is as necessary that it have a clear linguistic medium to pass through, as that a sunbeam should pass for its best effect through a cloudless sky.

But then we will be told by the advocates of classical studies that their value depends not at all upon the knowledge gained or retained, but upon the discipline they afford. Well, what is there about the study of language as such that makes it so peculiarly a disciplinary study?

I suppose it will be granted that a well disciplined mind is one which has all its faculties developed to their highest point of efficiency. We may enumerate these as perception, memory, imagination, attention, reason, practical judgment, taste and power of expression.

It is agreed upon all hands that the natural sciences are the best field in which to develop the perception and cultivate the spirit of observing and experimenting. But on the other hand much is claimed for drill in language as giving power and efficiency to the memory. Certainly it furnishes the memory with plenty of pabulum. But is it a wholesome and nourishing food? Is not the knowledge of endless grammatical forms *per se* about as worthless trash as can be crammed into the storehouse of the mind, and when there more likely to burden and enslave than to refresh, awaken and stimulate? Indeed I know of no better process for quenching the susceptibilities of the soul. It is a feeding upon husks and chaff, fitted to dwarf and stunt the unfolding powers, blight in their embryo any germs of original genius that may be at the core beginning to quicken into life. In regard to imagination this tread-mill drill of Latin and Greek grammar is the best kind of a wet blanket to throw around its incipient flame. I believe this practice has done more to quench the light and heat of this divinest attribute of the mind than has all the other devices invented by priestly cunning. It was as truly fortunate for Burns and Shakespeare that they knew but little Latin and less Greek, as it was unfortunate for Ben Jonson and Bently that they knew too much.

As to reason, since no one claims a high place for language learning in developing this faculty, it may here be passed over. The same is true of the practical judgment which is developed by contact with men and affairs and the least possible by any of the studies of the schools. There yet remains literary taste and power of expression. For the cultivation of both of these a study of the classic authors will be claimed as *par excellence* superior to all others. But here again I must differ. Literary taste and facility of expression cannot be so well cultivated by studying forms of expression remote from our own, and idioms, which if literally rendered, would be barbarous. To translate the classic thought in the classic idioms is a constant temptation, and it is rarely resisted. To acquire a correct taste and a power of expression at once forceful and elegant, we must study Shakespeare and Tennyson, not Sophocles and Virgil; Burke and Webster, not Cicero and Demosthenes; Macaulay and Hawthorne, not Longinus and Theophrastus.

But misunderstand me not as opposing the study of language. This ought to hold a place not only in the University but also in the High School. But in the schools of the not remote future the study of the science of language—that is comparative philology, will supersede the exclusive study of two dead languages. Max Muller, Whitney, Grimm, and Bopp will be the authors that will take the place of Kuner and Crosby, Harkness and Zumpt. —DAVID BOYD in *Colorado Report*.

The Ocean Depths.

The Challenger on its voyage studied the sea bottom. It appears that on the surface, and at every successive depth below, there is life; as the creatures die, their remains fall to the bottom, where they are the appointed food of other creatures. At a depth of several miles the Challenger found and brought up a creature seven feet high.

Many of the creatures at these depths are more or less phosphorescent. Water is the chief ingredient of life. It is the food, the blood, and the strength of these poor creatures—far more than the comparatively weak constituents of our own physical frames. It is water alone inside that can withstand the pressure of two and a half tons to the square inch, a pressure that will crush beams of pine wood as if they were passed through rollers; but that has no effect on sponges, mollusks, and even lighter creatures that almost disappear in the air and sunshine.

The Teacher a Student.

The teacher's education should be continued after he has entered upon his duties. The peculiar difficulties of the teacher's work, the unavoidable necessity of going over the same ground again and again with his class, the constant association with children, the uncontradicted sway of his will, all tend to make him extremely conservative and to narrow his views. He is apt to let his work run in grooves without change and animation, without progress and growing aim. Teaching has become a science and an art, and partakes of the character of all vigorous modern sciences; it is progressive. Pedagogics is among the sciences, but its field has been cultivated by as able minds as those of Rousseau, Pestalozzi, Arnold, Rosenkrantz, Herbart, Currie, Spencer, etc. Those teachers who do not keep up their knowledge are apt to cling to what is obsolete and has been superseded by better things. In methods of teaching, there has been marked progress, and new methods and improved ways of imparting knowledge have been found. Thus the teacher should continue his professional education, if he wishes to remain efficient. He also needs repeated impulses to rouse him, to lift him above the monotony of his routine work. —PROF. LOUIS SOLDAN.

The State Association.

Below are some of the topics to be presented for discussion and endorsement:

1. The establishment of several Normal Institutes of four or six weeks' continuance, in which nothing shall be considered but Methods of Teaching and personal drill in How to Teach.
2. The appointment of a salaried faculty of Institute Conductors constituting the Ninth Normal School, to which shall be committed all the institute work of the State.
3. Recommending that School Commissioners be appointed, not elected, and that they continue during satisfactory service.
4. Requiring as thorough an examination of teachers in Methods of Teaching as in the subjects taught.
5. Changing the constitution of the State Association so that its annual meeting shall be made up of delegates from County Associations.
6. Recommending the Township System of Schools.
7. The adoption of an authorized graded course for all common schools in the State.
8. Power given to School Commissioners to give diplomas to common school graduates.
9. State registration of all professional teachers.
10. The examination of teachers by teachers.

The following words are often mispronounced. Let the pupils look them out in the dictionary, and fix the right sound and accent and write them on the blackboard: Usually, zoology, yolk, virago, turbine, tour, trow, tiara, thyme, telegraphy, tassel, suit, strata, soot, sonnet, soiree, salmon, romance, robust, repartee, raspberry, pristine, radish, rapine, prairie, polonaise, plateau, pianist, piano, forte, orang-outang, orion, orchestra, nausea, naive, mogul, libertine, leisure, jaguar, heinons, homeopathy, height, giraffe, ghoul, finesse, European, equipage, encoeur, duet, dishabille, Aegean Sea, Marmora, Mount Cenit, Moscow, Potasi, Port Said, Pompeii, Odessa, Nueces, Edinburg, Educador, Ivry, Messina, Bombay.

TEACHING is the process by which one mind exercises, incites and develops the mind of another. Some do it by their presence merely, some by their conversation, these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindness, sweetness, and yet stimulation.

Education does not make a man either a valuable member of society, or a good citizen in the political sense; an educated man who does not know how honestly to earn his bread is not a good member of society; more than that he is probably a dangerous member of it. In regard to crime, idleness is more demoralizing than ignorance. Not that ignorance is likely to produce a Greeley or an Edison; but idleness is more likely than mere ignorance to land a man in the jail or the poor-house. —*Harvard Courier*.

How to Have a Bad School.

1. Elect the most ignorant, bigoted, close minded old fogies in the district for trustees.
2. Employ the cheapest teacher you can get, regardless of qualifications, reputation or experience.
3. Find all the fault you can with the teacher, and tell everybody, especially let the pupils hear it.
4. When you hear a bad report about the teacher or the school, circulate it as fast as you can.
5. Never visit the school or encourage the teacher.
6. Take close notice of what seems to go wrong, and tell everybody about it, except the teacher.
7. Never advise your children to be obedient to the teacher, and when one is punished rush to the school room before your passion is cooled and give the teacher a hearing in the matter in the presence of the school.
8. Be indifferent about sending your children to school regularly.
9. Do not be concerned whether they have the necessary books.
10. If any of the scholars make slow progress, blame the teacher for it.
11. Occupy your old, tumble down school house as long as you can, and do not go to any expense to repair it.
12. Do not go to any expense to get apparatus, improved furniture, etc.
13. If the teacher or pupils should complain of an uncomfortable or inconvenient school room do not consider it worthy of notice.
14. Get the cheapest fuel you can.

In general, conduct your school on the cheapest possible plan and let your chief concern be to find fault and devise ways of retrenchment.

If these rules are faithfully carried out you are not likely to fail in having a bad school; to see your children grow up vicious and ignorant, or look back with bitter censure on their parents for robbing them of their birthright; you will see the morals of your town and district degenerate; decent and enterprising people move out, taxes increase, property diminish in value and the whole community on the high road to a devil's paradise. It is a sure recipe and many a district in this country has got the name "God forsaken" by cheapening and neglecting the schools. —*Countrywide*.

CHILDREN POISONED WITH TOBACCO.—In one of the schools of Brooklyn a boy thirteen years old, naturally very quick and bright, was found to be growing dull and fitful. His face was pale, and he had nervous twitchings. He was obliged to quit school. Inquiry showed that he had become a confirmed smoker of cigarettes. When asked why he did not give it up he shed tears and said that he had often tried, but could not. The growth of this habit is insidious and its effects ruinous. The eyes, the brain, the nervous system, the memory, the power of application, are all impaired by it. "It's nothing but a cigarette," is really, "It is nothing but poison." German and French physicians have recently protested against it, and a convention of Sunday and secular teachers was recently held in England to check it. It was presided over by an eminent surgeon of a Royal Eye Infirmary, who stated that many diseases of the eye were directly caused by it. Teachers save the children from this vice if possible! Do not allow them to be deceived. In future years they will rise up and bless you for it. —*Christian Advocate*.

THE lesson involved an explanation of the term "hypocrite." The teacher labored very earnestly to give her pupils a correct idea of the word. One little girl said she always thought it was a great big animal, and she believed she had seen one at a show.

"Oh," said the teacher, "a hypocrite is a man who makes believe to be real good when he isn't! Sometimes a man will give a lot of money to a church to make people think that he is better than anybody else."

"Well, my papa is not a hypocrite," spoke a little girl, "for he only gives a penny every Sunday."

Our youth should be taught to observe and study natural objects. The country youth has especial facilities for this. If he be taught to observe, if his attention be called to the heavens above him, to the infinitude of living things walking and crawling about him, to the plants that are under his feet. —*Exchange*.

FOR THE SCHOLARS.

Baby Voters.

By Mrs. A. Elmore.

Photographs of two little boys and their papa and mamma, a pen and ink drawing, a slip from a newspaper and a letter carefully printed with a pencil, came to me from Ohio.

A letter from a boy whom I have only seen once when he wore white dresses and bibs; now written.

"DEAR AUNTIE."—I am glad you sent us the COMPANION so long, and I thank you for it—There were so many nice stories in it. We are all well,

we have a sled and used to play out doors every day till we were sick—Now Mamma won't let us go out at all. We have a goat and the nicest little

kidd, Cant you come and see us—With Love, Luddie.

When I completed the reading of the slip cut from the *Cleveland Herald* of Nov. 3, 1880, the thought occurred to me that it would interest the COMPANION readers, to tell them all about it. The charge of "Illegal voting" was a very serious one to make again the two little fellows, whose very innocent faces are one could not help admire.

Luddie was five and Claudie three years old, but they were fond of listening to earnest talk and repeated to each other the arguments they heard during the campaign last fall, to the amusement of those who chanced to hear them. It must have seemed very strange to listen to such little chaps, as they compared General Garfield's letter to their papa, with the *fac simile* of the "Morey letter," defending their favorite with the sincerity of a professional lecturer.

Their papa is a clergyman, and has many friends who came to the house to discuss important questions with him; he was a very zealous republican and as many of his parishioners, including his wife, were democrats. The history of the war, and the questions of the campaign were constantly talked of in the hearing of Luddie and Claudie.

To every question as to their politics they had but one answer to make. "We are republicans, and intend to vote for General Garfield." Like all true patriots they determined to do their duty by their country, and really cast a vote for their candidate.

When election day arrived their papa made a ballot box, folded their tickets for them, and said, "Now you can vote here at home and have a majority of one over mamma?"

They were opposed to ballot box stuffing, and voted but the one correct ticket for each, but as nobody else came to vote in their box, and all the men seemed to be going toward the court house, they waited for a solution of the problem. "I don't believe it will elect General Garfield for us to vote here" said Luddie. "I don't either" answered his brother. "I'm afraid Papa won't come back in time to take us down town, so we had better go now and vote."

"I guess we had better."

"Is your ticket just as Papa made it?"

"Oh! yes, right here in my pocket."

"Well, put your hat on, and we will go?"

Claudie, picking up his pet cat, settled his hat over his brown hair, taking Luddie's hand they started for the court house.

Their errand was too important for counseling with any one of different faith and they said nothing to mamma, who did not miss them from their playground, until they were brought back by their Papa, accompanied by some friends, who were laughing over the earnestness of the children, who always "mean what they say," and having said they would vote for the republican candidates, they intended to keep their word, and vote where the men did.

A number of men noticed the little boys as they entered the court house hand in hand, but no one spoke to them, permitting them to pass on into the wide room, where groups of men were busy talking, but there was no person voting just then.

"The box is on that big table; Luddie, can we vote there?" inquired Claudie, clinging to his brother's hand and his beloved cat with more eagerness, and a slight feeling of anxiety.

"We can climb that chair, at the end of the table."

"I wish papa was not so busy talking; he could help us."

"But he could not put our votes in, you know we must do that."

"What will I do with my kitty?"

"Put her down on the floor, she won't run away."

Kitty was carefully deposited on the floor, she was

second in importance that day, and waited there quietly, while her little master climbed the first rounds of the ladder of fame and put his ticket into the box, after Luddie's had been dropped with care. Just then one of the judges saw him and said:

"Hello, what's this?"

"We voted for General Garfield."

"Voted for General Garfield?"

"Yes, sir," answered both boys as the men ceased talking and began to gather about the table. Every one laughed for a few moments, then came the thought, what was to be done about it. Fortunately their papa knew that there was but one ticket for each of them and that they were for the republican electors.

Two votes were not counted that evening, but those dear little boys had the consciousness of having done their duty; many a man with grey hairs did not act as honestly on his convictions that day.

The *Cleveland Herald* correspondent says: "We cannot refrain from thinking that there was more intelligent Americanism represented in the ballots of these 'baby voters' than in thousands of votes which must be counted because they were cast by parties wearing full-sized boots!"

As the years pass away, such earnest natures will develop into the highest type of manliness the purest of patriotism, making them valuable citizens.

This incident has attracted the attention of many prominent people because it is a proof of the interest taken in our form of government by the children. Without any ambition, but to act conscientiously, these two little men have become famous and as the COMPANION chronicles the doings of boys and girls, the story of Luddie and Claudie, should be in the pages of their favorite paper, every line of which is read to them as soon as possible after it is printed. Soon they will be COMPANION scholars also and I am sure they will be very warmly welcomed into that great school of bright earnest boys and girls.—*Scholar's Companion*.

Brazil.—No. II.

By PAULINE DYER.

It is a mistake to suppose that the Brazilian climate is unbearably warm. Sea bathing on the hard white sand in the great ocean waves was one of the many attractions to me, until I received a bite from a very little, though very poisonous fish on my thumb, while swimming in the gulf of Bahia. I was hardly out of the water when my hand and arm commenced to swell so terribly that I could hardly dress. On entering the house the ladies and my pupils commenced to tell me that I would die before sunset, because the previous year a son and brother had died from a similar bite. From early morning until noon the pains were so intense that I was unable to do anything, but pray in my innermost heart and cry; my arm was in perpetual motion; I had no control over it. An old negro woman, Aunt Sara, rubbed my hand and arm constantly with the juice of lemons. I was fully convinced that I had to die, and went in the early afternoon to see a German family, who lived about one mile distance, asking them to communicate the news to my relatives in Europe after my death. I am not able to say what saved my life; I trust and believe it was God's will to spare me, as the Lord had saved me from perils at the sea and from perils of poisonous serpents and insects before. After 6 o'clock in the evening my arm began to decrease in size, I was relieved of the pain and the next morning I was restored to health.

Pernambuco is a large commercial city in Northern Brazil. It is located directly on the Atlantic seaboard, about two hundred and fifty miles west of Cape St. Roque, and pretty nearly equidistant from Para, on the great Amazon, and Rio de Janeiro, the metropolis of the empire. With the exception of Rio de Janeiro it is, perhaps, the largest and wealthiest commercial city in South America. Roman Catholicism is the prevailing religion of the city, as it is of the country at large, but it has been losing its hold upon the people, especially upon the more intelligent classes, for some years past, and has been superseded by infidelity, in some form or other, to a very great extent. The people of Pernambuco, however, are liberal and tolerant in their political and religious views beyond almost any other community in the empire. Pernambuco has much to make it beautiful. The Lyceum of Arts is a beautiful edifice. It is of the purest white. The anniversary of St. Antonio is kept with great magnificence. Portions of the town were illuminated for nine nights previous, accompanied by sky-rockets and the firing of guns. The residence of Mr. and Mrs. T., was in a very health-

ful locality, upon a beautiful little river, whose banks present a rich display of tropical verdure. It is very hard for me to tell when the scenery is most charming, at sunrise, or sunset, or by moonlight. The house I lived in was very nice; it is built in Brazilian fashion, the rooms opening into one another. The grounds attached contained a number of fruit trees—oranges, cocoa-nuts, bananas, the bread-fruit, and mangoes. I made the acquaintance of a very beautiful white flower, with a delicate fragrance and long, graceful pendants, which procure for it the name "Tears of Venus." I was delighted with the luxuriant beauty of the forests, whose lofty trees are sometimes hidden beneath a canopy of vines.

The gardens, with their rich display of tropical flowers, beautiful and fantastically trimmed hedges, are always objects of admiration. I enjoyed most the roses, violets, pansies and honey-suckles, that reminded me of my sweet home, while the brilliant array of Brazilian flowers claimed my consideration. It would be useless to attempt to count the varieties of cactus and begonia and no one could form an idea of the extreme profusion of the vines, which throw their graceful mantles over tree and bush, and veranda, and frequently cover the high brick walls beneath heavy masses of green.

In October a little steamer took me and a great many Brazilian passengers from Bahia to Maceio. After six hours, a furious storm arose which lasted from Saturday night until Thursday morning; during this long space of time the waves tossed the little boat from one side to the other; all the passengers were very sea-sick and obliged to lie down. I was not only suffering from sea-sickness, but still more from hunger. Two negroes, now and then made their appearance at the cabin door, but that was all. From time to time I saw one or the other of the eleven gentlemen who occupied the same saloon toddling out and after a while come in to lie down again. Not knowing a single word of the Portuguese language I was not able to ask for anything whatever, and from Saturday in the early morning until 10 o'clock A. M. the following Thursday, I received not even a drop of water nor anything at all to eat. I made several signs to the negroes but they shrugged their shoulders and seemed not to understand me.

We twelve fellow-sufferers in the saloon had nothing but a cane sofa to lie on; I took my little valise for a pillow. I was not afraid to die, I was almost sure that would follow, but I could not find a moment's rest in sleep during these long days and awful nights, because I was afraid to fall down. You will easily guess why, when I tell you the floor had not been cleaned at all, and every one had been sea-sick. Only once, the captain came to me and asked if I wanted "cha," which meant "tea." I had not the slightest idea then what it could be, but I thought it the French word, meaning cat and replied; but the captain did not understand me any more than I did him. He shrugged his shoulders too, went out and left me. In the early morning Thursday, the hurricane lifted the boat and threw her on a rock; it was so dark that the captain himself did not know where we were. The waves had broken the wood over the paddle boxes, as well as a part of the railing. The water by its force opened the cabin-doors and rushed into the cabin with such vehemence, that most of the gentlemen got frightened, jumped down from the sofa, and cried for the "Senhor Commandante," then they began to implore their different patron saints for help. The crash of breaking wood, the darkness around us most gloomy, for the lamp in the cabin gave only a flickering light, the Brazilian gentlemen all in white clothes praying loudly for help, so affected me that I could only clasp my hands and pray:—"Thy will be done." I was quite sure that the next moment would be our last one in this world. After a time I heard the firing of guns and after hours of anxious waiting the morning came and the danger was over. The steamer had entered the Vasibarris, a river whose entrance was very difficult to find in bad weather. Knowing where we were the captain got up steam and in a few hours we dropped anchor at Estancia. The captain went ashore; I stood on deck, though feeling very weak, and admired the strange-scenery around me. The little negro boys and girls who were basking in the sun and staring at the ship were all quite naked. When the captain came back, he was followed by a Scotchman, who provided me instantly with some water and biscuits, and then he wrote other Portuguese words for me on a slip of paper, in order that I might be able to ask for things to eat or to drink during the following days.

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NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

THE ELEMENTS OF NATURAL PHILOSOPHY, based on the Experimental Method, published this month by Porter & Coates, Philadelphia, and to which reference was made by us last week in conjunction with their recent publication of *A New School Physiology* by Dughison, is a school text book of intrinsic excellence and good taste. The author is Thomas R. Baker, Ph.D., Professor of Natural Sciences at the Pennsylvania State Normal at Millersville. The object of the book is to teach the student at the outset the correct method of scientific investigation by actual experiment of his own execution. Thus a class are given an interest and acquire capability in their studies of nature that will naturally develop throughout their lives. A large number of experiments are set forth in careful detail, many of which may be performed with simple apparatus. An experiment is to be first described by one of the class and then performed in the presence of the class by the pupil. Most of the experiments are also adapted to the best apparatus, and directions are frequently given for making simple and inexpensive apparatus by the pupils out of class.

Scientific principles are presented concisely and with clearness. Each subject is preceded by a topical outline of its contents and succeeded by numerous questions of a practical character.

The latest inventions, such as telephone, phonograph, audiphone, microphone, electric light, etc., are under their proper heads and illustrations are numerous and finely engraved. The latest discoveries concerning radiant matter are treated in full.

With regard to the kindred practical work, "*A New School Physiology*," which has already met with wide acceptance, and is highly approved and welcomed in all quarters, we say no more important subject can be taught in the schools than that which instructs the pupil in the principles of his own formation. The language and style of the book, which is profusely illustrated, is adapted to the understanding of pupils of academies and schools generally. There are also frequent allusions to the anatomy and physiology of other animals compared with man. If we had space to give the table of contents, the careful analysis of the treatment, together with its fullness, would be apparent. Teachers will do well to examine it. Sample copies for examination of either of these works are sent by mail, post paid on receipt of \$1.

GREECE has secured without war not at all that she asked, but perhaps quite as much as she expected to get. The government has apparently accepted the last Turkish proposals respecting a change of frontier, provided the power will guarantee the peaceful and loyal surrender of the new territory. The new boundary starts from the Aegean Sea at Platamona, a point about midway between the famous mountains Olympus and Ossa, runs nearly due west to the Pindus mountain range, about midway between the Aegean and the Ionian Seas, and then turns and runs in a southwesterly direction to the Gulf of Arta, on the Ionian Sea, where it joins the old northern boundary of Greece. The vast majority of the population included in this district are Christians, though the political control has been wholly and the landed interest largely in Turkish hands. The inevitable results of the change of national administration will be a change, sudden or gradual, of the land

back to the original Greek owners, who are now in many cases cultivating their ancestral estates as tenants of Turkish landlords, whose title is derived from reputable brigandage. The new territory includes the larger part of Thessaly, but very little of what was claimed in ancient Epirus.—*Church Union*.

The Concord Summer School of Philosophy.

The remarkable and characteristically American expression of interest in philosophy, the Concord summer school, proved so successful last year that it is likely to become a permanent institution. Nearly six hundred different persons were in attendance, the average number present being about seventy.

The term for the coming season will begin July 10, and continue five weeks, with upward of fifty lectures in all. The following lecturers and subjects have been decided upon, and others will probably be added:

Mr. A. Bronson Alcott, dean of the faculty, five lectures on "The Philosophy of Life;" Mr. Alcott will also deliver the Salutatory and Valadictory. Mr. E. C. Stedman will read a poem at the opening session, July 10, 1881. Prof. W. T. Harris, five lectures on "Speculative Philosophy," and five on the "History of Philosophy." Dr. H. K. Jones, five lectures on "The Platonic Philosophy," and five on "Platonism in its Relation to Modern Civilization." Miss Elizabeth P. Peabody, two lectures: (1) "Dr. Channing;" (2) "Margaret Fuller." Mrs. Julia Ward Howe, two lectures. Mrs. E. D. Cheney, a lecture on "Color." Rev. J. S. Kidney, D.D., three lectures on "The Philosophic Groundwork of Ethics." Rev. W. H. Channing, three lectures. Mr. S. H. Emery, Jr., two lectures on "Literature and National Life." Dr. E. Mulford, three lectures on "Political Philosophy." Mr. Denton J. Snider, five lectures on "Greek Poetry and History." Mr. H. G. O. Blake, readings from Thoreau; Mr. John Albee, two lectures; Rev. Dr. Bartol, a lecture; Prest. Porter, of Yale College, a lecture; Mr. D. A. Wasson, a lecture.

The secretary desires that all who propose to attend should send their names to him at Concord. No preliminary examinations are required, and no limitation of age, sex, or residence in Concord will be prescribed; but it is recommended that persons under eighteen years should not present themselves as students, and that those who take all the courses should reside in the town during the term.

FOR OUR TEACHERS.—When we find a thing that is real good, we like to have our friends enjoy it with us. We would especially call the attention of our teachers to the following article ("The New Education") from the *TEACHERS' INSTITUTE* of New York city, published by E. L. Kellogg & Co., 21 Park place. We have subscribed for it and find in it many valuable suggestions, just the thing for a live, enquiring, growing teacher. We would heartily recommend it to all friends of the "New Education" it would not hurt our friend B. R., who recently appeared in an article in the *Enterprise*. When we find our "sentiments" expressed better than we can do it, we like to borrow the language of others.—*Russian River Flag*.

A "CLASSICAL student" says, "You ask, 'If Atlas supported the world, what supported Atlas?' The question, dear sir, has often been asked, but never, so far as we are aware, satisfactorily answered. We have always been of the opinion that Atlas must have married a rich wife and got his support from her father."

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How to Plant Seeds.

This month a great many boys and girls will be getting their gardens ready for seeds and plants. Almost every one in the country can have a garden, and there is nothing so pleasant as to work in the ground day after day, and being rewarded by the tiny shoots which grow into beautiful plants.

To have a successful garden, the earth should be good. Spade up the space you are going to use and remove the stones and weeds. Rake it over until the earth is fine. Do not sow the seeds too deep. Only cover them with the earth lightly. Water in the evenings.

There are two ways of planting: The first is in beds from which they seeds can be transplanted. Or you may plant them where they are to remain. If the first plan is adopted, the seeds should be sown in rows, with little stakes at the head of each with the names written upon them. When the plants are three inches high, dig them up and place them as you desire in your garden. The transplanting should be done in the evening or on a cloudy day. Make a hole in the ground and pour in water; place the plants in it, and cover with loose earth. If the seeds are sown where they are to stand, the weak plants should be thinned out as they grow.

If you cannot have an out-door garden, you can plant some seeds in a pot or box and place it on the window-sill where it can get the sun. Two or three holes should be in the bottom of the box and over them stones placed.

GRAMMAR class have the participial phrase to study. Teacher says the position is important and gives as an example, "We saw a marble bust of Sir W. Scott entering the vestibule." He required the pupils to place the participial phrase correctly.

Several Students—We, entering the vestibule, saw a marble bust of Sir W. Scott.

One Student—We saw a marble entering the vestibule bust of Sir W. Scott.

Another Student—We saw Sir W. Scott entering the vestibule, bust a marble.

Another Student—We saw Sir W. Scott bust a marble in the vestibule.

The House of Commons.

Let us imagine ourselves standing in the middle of Westminster Bridge. Just across the way are the Parliament buildings, covering about eight acres. The House of Commons has been called "the most ancient and most honorable assembly in the world," and the architecture of the buildings affords great pleasure—What reminiscences they call forth!

The public are admitted to the House of Commons on Saturdays, when there is no sitting, and at other times they are admitted to the Strangers' Gallery on the order of a member or of one of the ambassadors in London. The visitor passes into the

lobby, which is a large square hall with massively carved roof. Here the members congregate for conversation. It is often the busiest part of the House, and at all times the scene is animated and interesting.

The proceedings in the House of Commons, are opened at 4 o'clock, and at that hour the hum of conversation in the lobby is hushed as room is demanded in a loud voice for "Mr. Speaker." All present deferentially uncover and stand aside as two gentlemen enter dressed in court-suits of black—black knee-breeches, black silk stockings, shoes with steel buckles, exquisitely-frilled shirts, and gold-mounted swords in black sheaths. Following these is Mr. Speaker himself—bewigged and begowned, with his train bearer holding up the yard and a half of silk which trails behind him—and behind come the Speaker's chaplain and the Speaker's secretary. The little procession enters the House from the lobby and an usher then announces that "Mr. Speaker is at prayers," and after a few moments later that, "Mr. Speaker is in the chair."

At this the Strangers' Gallery is opened. At the farther end of the hall from the entrance, the Speaker sits in a canopied oak chair. The benches upon which the members sit are placed four deep along the sides of the hall. The speaker cries "Order! order! Notices of motion." This means that members having motions to make must now give notice of them, and the choice of the day on which they may be made to the House is decided by ballot. This is followed by "questioning," and the ministers are then in their places to answer questions which have been previously given. The inquiries cover a wide range of topics. When these have been made and answered, the House settles down to the evening's debate, and does not adjourn until morning. On one occasion last winter, it was in session for forty-one consecutive hours. The members wear their hats, except when passing or addressing the speaker.—H. C. RIDEING in *Lippincott's Magazine*.

How to Make Money During Vacation.

Many schools have already closed, and others close soon. The teacher is usually at leisure till he can find another school. We want every teacher who is out of employment to write us at once for sample copies of the *INSTITUTE* and *COMPANION*, and begin to take subscribers. It will not only profitably fill up leisure time, but will be the means of extending acquaintances, and also bringing to the knowledge of teachers and scholars the best reading for them in the United States. We give a liberal commission, and it will pay you to give this a trial. We receive constantly large lists of subscribers taken at *INSTITUTE* and teachers' associations, and the agents are all enthusiastic in their praise of the *INSTITUTE*.

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A custom prevailed with both the Greeks and the Romans of the guests carrying away with them the viands that remained uneaten. Martial has an extremely witty epigram on this, but the drollest account of it is in the "Symposium" of Lucian. The party consisted of learned and dignified philosophers, whom, of course, the author intends to satirize. Up to a certain point the remnants were fairly divided, but unfortunately one chicken, more plump than the rest, attracted the attention of one of the party who had no just claim to it. The proper owner would not let it go, so they both tugged at it; a general tumult ensued. One Philoxenus, a poet of Cythera, was dining with Dionysius. Observing a small mullet served on his plate, but a large one on that of his host, he took the cooked fish in his hands and applied it to his ear. "What are you doing?" asked the host. "I am writing a poem entitled 'Galates,' and I want to learn from this fish something about Nereus; but says it was caught too young, whereas the big fish on your plate followed in Nereus' train, and knows all about him." The host laughed, and ordered the fishes to be exchanged.

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4. Do Your Duty. Constant Occupation prevents Temptation. Reverse: Speak the Truth, the Whole Truth and Nothing but the Truth. There is always room Upstairs. Reverse: Avoid Anger, Envy and Jealousy. 4. Thou God seed me. Reverse: Five Hard Masters—Chewing, Smoking, Lying, Drinking, Swearing. Avoid them. Be free. 7. Hard Study is the Price of Learning. Reverse: The Golden Rule—Do unto others as you would have others do unto you. 8. Dare to say No. Resist Temptation. Acquire Good Habits. Reverse: The Good alone are Great. Live Usefully. 9. Time is Precious. Always Be On Time. Reverse: Be Honest. Value a clear Conscience and a good Name. 10. There is no worse Robber than a bad Book. Reverse: God loves our School. 11. There is no such word as Fail. Where there is a Will there is a Way. Reverse: Never associate with Bad Company. 12. The Lord's Prayer. Reverse: Avoid that which you blame in others.
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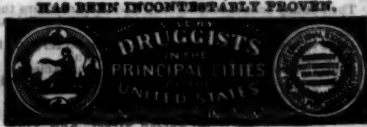
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